

**ERRORS IN SPOKEN PRODUCTION MADE BY STUDENTS IN
MICROTEACHING CLASS OF DEPARTMENT OF ENGLISH
EDUCATION OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA
IN 2013/ 2014 ACADEMIC YEAR**



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ABSTRACT

This is descriptive qualitative research. It aims to describe the types, the frequency, the dominant error, and to explain the source of error made by students in microteaching class of Department of English Education. In collecting data, the writer watches, observes then writes the scripts of the videos of microteaching class. The writer uses theory of Clark and Clark to analyze speech error. From the data, the researcher found 447 error utterances that consist of 310 utterances or 69,35% of speech error, 91 utterances or 20,36% of morphological error and 46 utterances or 10,29% of syntactical error. The writer found 76 utterances or 17% of silent pause, 141 utterances or 31,54% of filled pause, 48 utterances or 10,74% of repeats, 8 utterances or 1,79% of correction, 7 utterances or 1,57% of stutters, 8 utterances or 1,79% of unretraced false start, 22 utterances or 4,92% of retraced false start, 61 utterances or 13,65% of vocabulary error, 30 utterances or 6,71% of error in the selection of word, 34 utterances or 7,61% of omissions of bound morpheme, 8 utterances or 1,79% of additions of bound morpheme, and 4 utterances or 0,89% of omission of to be. The writer also found two sources that make the utterances become error, namely: cognitive reason where the speakers need brain processing where information is processed to utter by speech and psychological reason that happens when the speakers feel anxious, nervous, in hurry or other that can affect the speakers to be confident or un-confident that makes them difficult to produce speech.

Keywords: *speech production, speech error, grammatical error*

A. Introduction

Microteaching is one of the most recent innovations in teacher education or training program which aims at modifying teacher's behavior according to the specific objectives (Babu: 2012). In microteaching class, each student gets 15-20 minutes to perform in the front of the class and teach an English material. When the student performs in front of the class, the lecturer records the teaching learning process in microteaching class.

The students of Department of English Education have to use English language to convey the material and it is not easy for the students. The students think what they want to say and say it automatically. It is mean that when the students producing speech spontaneously in the process of teaching practice in microteaching, it is not lost from errors in their speech.

Based on the description above, the researcher is interested to analyze errors in spoken production in microteaching class made by students of Department of English Education of Muhammadiyah University of Surakarta use psycholinguistics approach. So, the researcher gives the title of this research **Errors in Spoken Production Made by Students in Microteaching Class of Department of English Education of Muhammadiyah University of Surakarta In 2013/ 2014 Academic Year.**

There are some previous researches on error analysis. The first is Ilmiani's research that has title "*Error In Oral Production By English Department Students Of Muhammadiyah University Of Surakarta*". This study deals with error in oral production made by English Department students of Muhammadiyah University of Surakarta.

The second researcher is Fadhila that has title "*Errors In Speaking English Made By Students Of English Department Of Muhammadiyah University Of Surakarta*". She writes this research to describe the type of errors in speaking English of English Department of Muhammadiyah University of Surakarta, describe the frequency and the dominant, and explain the sources of error.

The third research is Zulaikha's work entitled "*An Error Analysis Of English Concord By The Second Year Students Of Sma Bhinneka Karya 2 Boyolali In*

2007/2008 Academic Year”. This research paper studies: 1) the types of error, 2) source of error and 3) students’ mastery on the use of concord. The objectives of this research are: 1) to describe the types of error, 2) to examine the sources of error and 3) to describe the students’ mastery in using concord.

The fourth research is conducted by Saputri that has title “*Speech Errors in Oral production Made by English Department Students of Muhammadiyah University of Surakarta: A Psycholinguistics Study*”. The aims of this research are to describe the types of speech errors, describe the dominant speech errors, the sources of speech errors found in oral production made by English Department students at UMS.

The fifth research is made by Inayah entitled “*An Analysis Of Speech Errors On Sas Fm Radio Programs: A Psycholinguistic Approach*”. In everyday speech, people often produce speech errors. This is caused by the difficulties in planning and executing speech in the same time and the difficulties in forming the articulatory program to guide the articulatory muscles in executing speech.

In this research, the writer uses theory of Clark and Clark.. According to Clark and Clark, 1977: 224 (in Fauziati, 2011: 83) the speech production can simply be described as the speakers first plan what they want to say based on how they want to give effect to their listeners. They then put their plan into execution, uttering the segments, words, phrases, and sentences which make up the plan. The writer also uses the theory of Clark and Clark to analyze the data. Clark and Clark (1977) divided the speech error into nine types. There are silent pause, filled pause, repeats, correction, stutters, interjection, slip of tongue, retraced false start and unretraced false start. Clark and Clark also discovered three possible sources of planning difficulty, namely: cognitive reason, psychological reason and social reason.

Based on the explanation above, the objectives of this research as follows: (1) describe the type of error, (2) describe the frequency of error, (3) describe the dominant error and (4) explain the source of speech error made by students of Department of English Education UMS in microteaching class.

B. Research Method

The writer uses descriptive qualitative method in this research to describe the type, the frequency, the dominant and the sources of errors in oral production made by Students of Department of English Education of Muhammadiyah University of Surakarta. The subject of this research is the students who taken microteaching class in 2013/2014 academic year. The object of the research is error in oral made by Students of Department of English Education of Muhammadiyah University of Surakarta in 16 videos of microteaching of D class. The data of this research are utterances containing errors made by the students of Department of English Education of UMS in video of microteaching class.

In this case, the method of collecting data is documentation and the procedure of videos is used in conducting the research as follows: (1) collects the videos of microteaching from friends, (2) Watches and observes the videos and write the scripts of the videos, (3) Listens, reads and identifies the data that include to utterance containing errors, (4) Selects the data based on the type of error (5) Classifies the type of error in speaking English.

In analyzing data, the research uses descriptive qualitative technique in Sugiyono 2009 (Miles and Huberman, 1984: 91). The techniques are: (1) Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appear in notes, transcripts, documents, etc. and it includes identification the data, selecting the data whether error or not error utterance, (2) Data Display are an organized way of compressing information and assembling it in ways that help to draw conclusions. Data display includes: Describing the data based on the type of error using speech error and error analysis theory, counting the number of each type of error, and then researcher count the frequency, selecting the dominant of the error based on the frequency of the errors data and explain the source of each utterance containing of error in the data. (3) Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions.

In this research, the validity step of the data uses expert judgment. According to Albar (2009) expert judgment is an expression on one's or group's opinions for finding solutions and their response are either based on their experience or knowledge or both.

C. Research Finding and Discussion

1. Research finding

In this chapter, the writer analyzes the findings of the research consist of the types of error, the frequency of each type of error, the dominant of errors and the sources of error. After observing errors in spoken production in microteaching conducted by students of department of English Education of UMS, the writer finds types of error that divided into two parts there are grammatical errors and speech errors. The research discusses and describes the finding by Clark and Clark to analyze them.

a. Types of Error

Based on the data, the researcher finds two classifications of error. They are speech error and grammatical error.

1) Speech Error

Speech error is proposed by Clark and Clark in 1977. According to Clark and Clark (1977) there are nine types of error, named: silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjection, stutters, and slip of tongue. But in the data, the researcher only finds seven types of error. There are silent pause, filled pause, repeats, correction, stutters, retraced false start, and unretraced false start.

a) Silent pause

Silent pause means a period of no speech between any words. Silent pause occurs when the speaker take a second or more between word. The example of silent pause is "*maybe you say.... how are you today?*" After the word *say*, the speaker stops and keeps silent for few minutes. Then the speaker completes the sentences by saying *how are you today*. According to the example, the speaker gets difficulty do silent for few minutes and thinks for the next utterances

b) Filled pause

Filled pause means a gap filled by speech sounds like ah, em, uh, aa, etc. The example of filled pause found in data is “*before we aa.... start for the material I will show you the picture*”. According to the example, the speaker get trouble to find the intended word, but they produce sound *aa* when he thinks simultaneously with speech. After saying *before we*, the speaker hesitated for a moment, but he prefer to fill a gap by producing sound *aa* while thinking of what he would say next before continuing the next words.

c) Repetition

Repetition occurs when the speakers repeat one or more words in a row. In the data, the researcher finds “*My - my favorite food is fried rice*”. From the example, the speaker repeats the word *my* twice and it belong to a repetition error.

d) Correction

Correction occurs when the speaker correct one word or more but they contain an explicit correction. The example of correction is “*the question is hope eh I’m sorry the answer of the second question is hopes*”. For the first the speaker says *the question is hope*, but the speaker corrects the sentence into *the answer of the second question is hopes*. In the middle of the sentence, the speaker corrects the sentence using explicit of correction *eh I’m sorry*.

e) Stutters

It called stutter because the speaker speak rapidly the same sound or syllable. In the data, the researcher finds “*Do you remember a about the last material*”. From the example, we can know that the speaker actually planning the next word to say but she gets trouble when she utters *about*.

f) Unretraced False Start

Unretraced false start occurs when the speaker getting wrong in their speech and they try to repair their sentence by correcting one word

or more, such as turn on the stove/ heater switch. “*Are/ do you understand?*” is the example of unretraced false start that taken from the data. The speaker corrects her error directly without repeating the word before and she replaces directly the wrong word into the correct one. The speaker firstly said “*are*” after the speaker aware that she made an error, then she replace her error by saying the correct words “*do you understand?*”.

g) Retraced False Start

Retraced false start is correction by using repetition of one word or more before corrected words. “*I will show you some / I will show you a song*” is one of the examples that taken from the data. That utterance shows that the speaker made speech error. In the first, the speaker said I will show you some, but some was not the word that the speaker wanted to say. Actually the words that the speaker wants to say are a song. So the speaker repeats I will *show you* and then added the words *a song*.

2) Grammatical Error

According to James (1998:65), grammaticality is synonymous with well-formedness. The writer finds two types of grammatical error that occur in microteaching class. There are morphological error and syntactical error.

a) Morphological Error

Morphological error consists of vocabulary error and error in the selection of words.

(1) Vocabulary Error

From the data, vocabulary error is error that is produced by speakers with insert Indonesian language. The examples of vocabulary error are “*But it just on imagine cuma apa ya berangan-angan*”. The speaker uses Indonesian language *Cuma apa ya berangan-angan* to continue her utterance.

(2) Error in The Selection of Words

Error in the selection of word is error occurs when the speakers don’t know the right sentence or grammatical sentence. For example

“*you may made in your book*”. From the example we know that *may* as a modal should be followed by verb 1.

b) Syntactical Error

Syntactical error consists of omissions of bound morpheme, additions of bound morpheme and omissions of to be.

(1) Omissions of Bound Morpheme

Omission is a type of error which is characterized by absence of an item that must appear in well-formed utterances. In grammatical words, such as noun and verb inflection –s, -ed, -ing. In the data, the writer finds “*I will divide you into three group*”. The speaker makes a grammatical error when she was utter “*three group*”. It is clearly un-corrected form, because *three* is plural that should be followed by morpheme –s and the right utterance is *I will divide you into three groups*.

(2) Additions of Bound Morpheme

Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well-formed utterance. The researcher found “*You can considering identification and description*” in the data. From the example, “*can*” as a modal should be followed by verb 1 *consider*.

(3) Omissions of To Be

If there is no verb in sentence, the speaker must use to be to make grammatical sentence. From the data, the researcher finds the sentence “*and all of my students free to choose bathroom or bedroom*”. The word *free* in the sentence is adjective and to say an adjective, the speaker must insert a to be between subject and adjective and the right sentence from the example is *and all of my students (are) free to choose bathroom or bedroom*.

b. Frequency of Error

Firstly the researcher divide speech error into seven types, there are silent pause, filled pause, repeats, correction, stutters, unretraced false start and retraced

false start. The researcher found 76 utterances or 17,00% of silent pause, 141 utterance or 31,54% of filled pause, 48 utterance or 10,74% of correction, 8 utterance or 1,79% of correction, 7 utterances or 1,57% of stutters, 8 utterance or 1,79% of unretraced false start and 22 utterances or 4,92% of retraced false start.

Secondly the researcher divides the grammatical errors into two types there are morphological error and syntactical error. The researcher also divide the morphological error into vocabulary error and error in the selection of word and divide syntactical word into omission of bound morpheme, additions of bound morpheme and omission of to be. The researcher found 91 utterances or 20,36% of morphological error that consist of 61 utterances or 13,65% of vocabulary error and 30 utterances or 6,71% of error in the selection of word, and 46 utterances or 10,29% of syntactical error that consist of 34 utterances or 7,61% of omission of bound morpheme, 8 utterance or 1,79% of additions of bound morpheme and 4 utterances or 0,89% of omission of to be.

c. The Dominant Type of Error

The dominant error of this data is filled pause with the total number of speech error are 141 utterances or about 31,54%, the second dominant of type error is silent pause with the total number of speech 76 utterances or about 17,00%. The third dominant type of error comes from morphological error especially vocabulary error with the total number of error are 61 utterances or about 13,65%.

d. The Sources of Error

The researcher uses Clark and Clark theory about the sources of speech error, as follow:

1) Cognitive reason

In this case, the speakers get difficulty to speak fluently. Such as in microteaching class, the students must remember and present the materials clearly so the students are possible to appear error in their speech. For example "*I will aa... give you some questions*", the speaker produces sound "aa" in the middle of sentence because the speaker is not fluent to deliver the material.

2) Psychological reason

Feel anxious, nervous, in hurry or other can affected the speakers to be confident or un-confident that makes them difficult to produce speech. In the microteaching class, the students in convey the materials feel nervous because they must stand up in the front of audiences to deliver the materials that they already do not master yet. For example “please *re re read read the text together*”. The speaker makes two speech errors in one moment, stutters and repeats.

2. Discussion

In this part, the researcher discusses the research finding. The researcher found two classifications from data namely speech error and grammatical error. In speech error there are seven types of error, namely silent pause, filled pause, repeats, correction, stutters, unretraced false start and retraced false start. In grammatical errors there are two types, named morphological error and syntactical error. The researcher also divide the morphological error into vocabulary error and error in the selection of word and divide syntactical word into omission of bound morpheme, additions of bound morpheme and omission of to be. The dominant types of error are filled pause (31,54%) for speech error and vocabulary error (13,65%) for grammatical error.

In Ilmiani’s work there is different finding with this research. The subject of Ilmiani’s work is the psycholinguistic presentation class in English Department of UMS. She uses the theories from Clark and Clark, James and Selinker to analyze the type of error. The dominant of her research is speech error especially filled pause 53 utterances or about 28,24%. Although the dominant types error is same with this research but the percentage is different.

The second research related to this research is conducted by Faradhila. Faradhila analyze error in speaking English made by students of English Department of UMS. She uses Clark and Clark theory and Dulay, Burt, and Krashen theory to analyze the errors. The dominant error is repetition (27,4%), and the percentage of filled pause only 6,67%.

The third research is Zulaikha's work that analyze *English Concord By The Second Year Students Of Sma Bhinneka Karya 2 Boyolali*. For collecting data, she uses the test that consist of 25 items of multiple choice. The result of this research shows that 1) misinformation (65.3%) is dominant type of error and 2) overgeneralization (61.3%) is dominant sources of error. 3) In student's mastery concord, the writer found out that the students were able to answer 61.48% (average to good) out of the total answers.

The fourth research is conducted by Saputri that analyze error in oral production by English Department students of UMS. She classifies speech errors based on Rochester's perspective and Clark and Clark perspective. The research findings show that speech errors found in the data are silent pause (25,5%), filled pause (29,4%), retraced false start (5%), unretraced false starts (3,5%), repeats (13,5%), corrections (1,3%), interjections (0,4%), stutter (2,2%), slips of tongue (2,1%), and the last lightening the word pronunciation (17,1%).

The fifth research is made by Inayah that analyze *speech errors on Sas Fm radio programs*. In analyzing the data, the researcher classifies type of speech errors and their sources based on Clark and Clark theory. In research finding, they are silent pause (7, 3 %), filled pause (55 %), repeats (11 %), retraced false Starts (5 %), unretraced false starts (4 %), corrections (3, 2 %), interjections (2, 45 %), stutters (3, 2 %), and slips of tongue (9 %).

The researcher uses Clark and Clark theory to know the sources of speech error. According to Clark and Clark (1977:271), there are three reasons of speech error, namely cognitive, psychological and social reason. But the researcher only found two reasons, there are cognitive and psychological reasons, because social reason occurs when the speaker makes error with the people who has high position.

D. Conclusion

- a. Based on the data, the writer found two kinds of error. The first is speech error. The writer found seven types of speech error namely (1) silent pause, (2) filled pause, (3) repeats, (4) correction, (5) stutters, (6) unretraced false start and (7) retraced false start. The second is grammatical error. In

grammatical errors there are two types, named (1) morphological error and (2) syntactical error. The writer also divides the morphological error into vocabulary error and error in the selection of word. Then syntactical word is divided into omission of bound morpheme, additions of bound morpheme and omission of *to be*.

- b. Based on the frequency, the writer found 447 error utterances that consist of 310 utterances or 69,35% of speech error, 91 utterances or 20,36% of morphological error and 46 utterances or 10,29% of syntactical error. The writer found 76 utterances or 17% of silent pause, 141 utterances or 31,54% of filled pause, 48 utterances or 10,74% of repeats, 8 utterances or 1,79% of correction, 7 utterances or 1,57% of stutters, 8 utterances or 1,79% of unretraced false start, 22 utterances or 4,92% of retraced false start, 61 utterances or 13,65% of vocabulary error, 30 utterances or 6,71% of error in the selection of word, 34 utterances or 7,61% of omissions of bound morpheme, 8 utterances or 1,79% of additions of bound morpheme, and 4 utterances or 0,89% of omission of *to be*. From the frequency above, the dominant error of this research is speech error especially filled pause that means gap filled by speech sound and the speakers produce sounds like emm, aa, umm, etc in their speech. There are 141 utterances or 31,54%.
- c. The writer also found two sources that make the utterances become error. The first is cognitive reason where the speakers need brain processing where information is processed to utter by speech. The second is psychological reason that happens when the speakers feel anxious, nervous, in hurry or other that can affect the speakers to be confident or un-confident that makes them difficult to produce speech.
- d. In conclusion, the writer concludes that the students in the microteaching class of Department of English Education of UMS still apply a lot of errors in their speech. The most case from 447 utterances is speech error especially in filled pause that means the speakers make some errors by producing sound such as aa, em, um, etc in their speech when they are thinking what the next utterances must be said.

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